DOCUMENT RESUME

ED 211 154 JC 820 003

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TITLE A Multidimensional Approach to Learning.
INSTITUTION Saint Louis Community Coll., Mo.
PUB DATE [81]
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Course Content; Course Descriptions; Grading; Individualized Instruction; *Learning Activities; Record Keeping; *Student Projects; *Teaching Methods; Two Year Colleges

ABSTRACT

The course design explained and illustrated in this paper provides students with a number of learning activities from which they may select those most appealing to them. After an introduction setting the background for this multidimensional approach, a general course design is presented in which each learning activity has a point value and student grades are based on the total number of points accumulated through successful completion of the activities they have selected. The types of activities used in St. Louis Community College's Sociology of the Family course are outlined, e.g., reports on articles, books, films, and lectures; field work; and term papers. Next, problems in designing a multidimensional course and ways of dealing with them are identified. For example, the paper recommends the allocation of time deadlines, the use of many small activities rather than a few large ones, the use of student-instructor conferences and progress charts, the provision for additional learning activities, the use of dual systems of records, the minimization of qualitative evaluation, and the encouragement of student input. Appended to the paper is a course guide from the Sociology of the Family, which introduces the course, reviews grading and the point system, outlines the expectations for each type of learning activity, lists lecture topics, provides source lists for research and oral reports, presents guidelines and topics for term papers, and includes sample forms and time lines. (KI)

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A MULTIDIMENSIONAL APPROACH TO LEARNING

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A MULTIDIMENSIONAL LEARNING APPROACH

Post secondary education in the decades of the sixties and seventies experienced an unparalleled experimentation with approaches to teaching. The ancient, and somewhat sacred, lecture approach was attacked by the students of the late sixties as lacking relevance and having little meaning for the students. Concerned faculty, particularly at the community college level, responded to student discontent with a multiplicity of solutions. Starting with team teaching, college students were soon being exposed to a vast array of new learning situations, such as field work, journal writing, role playing, group discussions, simulation games, peer instruction, self-instruction, video assisted instruction, and most recently, computer assisted instruction. Most of these approaches have been demonstrated to have varying degrees of success and many of the new approaches can be shown to be highly effective in certain learning situations with particular types of students. Few educators, however, would be willing to proclaim any of these approaches as being the learning panacea which could effectively deal with the vast array of needs encountered with diversified student populations found in many of our contemporary community colleges. Indeed, despite the multitude of experimental approaches, the lecture method has remained the overwhelmingly accepted teaching format utilized in higher education today.

In the majority of college courses, the learning approach is established by the instructor, and in order for students to successfully complete the course, they must follow the approach dictated by the instructor. It is difficult to imagine how one learning approach could effectively meet the needs

of all students, but yet, most educators still adhere to a unidimensional learning approach.

After more than a decade of experimentation with various teaching approaches, I have become convinced that some of the most effective learning takes place when students are provided with a range of optional learning situations from which to choose. This multidimensional approach which will be described here is the evolutionary outgrowth of a decade of learning approach modification which has been based primarily upon student input. A multidimensional learning approach consists of any learning situation in which students are provided with a number of learning activities from which they may select those most appealing to them.

The Design of a Multidimensional Learning Course Upon entry into a multidimensional course, students are provided with a detailed course guide which describes the various learning activities which are available to them. Each of the learning activities has a certain point value attached to it. Students who complete the activity in the prescribed manner will receive the specified number of points for that activity. In most instances, activity points will be awarded on an all or none basis; i.e., the activity will be performed in a qualitatively satisfactory fashion or it will be returned to the student for the purposes of rectifying whatever inadequacies it has. The grade which the student receives for the course is determined by the total number of points which the student accumulates by the successful completion of the various learning activities. There is no certain number or type of learning activities to be included in a multidimensional course, but it is desirable to provide a wide range of activities from which students may select. Described below is a sampling of some of the learning activities which are available to students enrolled in a Sociology of the Family course. The types of learning activities described here could be incorporated into a wide array of courses in many academic areas.

Article Reports Students may select and read any of the articles found in the book Marriage Today edited by James E. Deburger. After reading the article, the student is to submit a written report containing a 150 to 300 word summary of the article and a 150 to 300 word discussion of their reactions to the article. (This type of learning activity can be used with any book of readings in any subject matter area.)

Film Reports Students may submit a written report on any of the films which are shown in class. After viewing the film, a written report containing a 150 word summary and a 150 word discussion of their reactions to the film may be submitted. (This learning activity may be used in any course in which films are used.)

Lecture Reports Students may submit a written report on any of the lectures presented in class by the instructor or any guest speaker. Lecture reports should be submitted in the same format used for article reports.

Book Reports Students may select and read any of the books found on the suggested reading list for this course. After reading the book, a written report containing a two page summary of the book and a two page discussion of the ideas contained in the book may be submitted.

Each of the above mentioned activities has a certain number of points associated with it and a limit on the number of times a student may participate in a particular activity. In addition to the above activities, students may select learning activities such as term papers, reports on articles found in professional journals, in class oral reports, interviews, surveys, field observation, personal journals, or mastery of self-paced instruction programs, and so on. The number and type of learning activities available to the student are limited only by the imagination of the instructor. The students themselves can be one of the best sources of potential new learning activities.

Suggestions for a Multidimensional Course Design It is relatively easy to modify almost any existing course and redesign it into a multidimensional course. However, several potential problems do exist with the multidimensional approach and an awareness of these problem areas will facilitate a more successful multidimensional course design.

1. Allocation of Time Deadlines Many students appear to have difficulty budgeting their time and as a result tend to procrastinate. Additionally, it is difficult for the instructor to effectively evaluate a large quantity of material if it is all submitted at one time. So as to eliminate both of these potential problems, students should be provided with a calendar in the course guide which has specified dates on which assignments are due. For example, if a student were provided with the option of submitting three book reports in the course, these book reports should be due at three evenly spaced times in the semester. Late work should either not be acceptable or should be substantially reduced in point value. The incorporation of a calendar with due dates for learning activities allows both the student and the instructor to evenly pace their work loads.

2. Many Small Activities vs. A Few Big Ones Learning activities will vary in the amount of time and difficulty involved and the point value should tend to reflect the effort necessary for a student to complete a learning activity. In general, students have demonstrated a somewhat higher success rate when they undertake to complete many small, relatively easy learning activities than when they choose to devote all of their efforts to a few large activities. Although the reason for this relationship between the size of learning activity and student success has not been determined, its implications for the design of a multidimensional course is that greater student success will result from providing the students with the option of a large number of small learning activities.

3. Conferences and Progress Records Since various rates of progress will be exhibited by students it is helpful for all students to be provided with a progress chart which they can continually update as they satisfactorily complete learning activities. The existence of a student choice situation requires a higher level of self-initiative than exists in more traditional course situations and as a result some students may initially be reluctant to embark on learning activities. An early instructor-student conference with one or more follow-up conferences will generally provide the necessary direction to get students involved in a learning activity themselves.

4. Allow for Additional Learning Activities The explicit and detailed nature of the course guide necessary for student direction in a well planned multidimensional course should not preclude the possibility of interjecting additional learning activities as the course progresses. Frequently, some of the most stimulating learning activities arise, seemingly spontaneously, out of class discussion and student questions. An astute instructor can quickly incorporate ideas generated by students into learning activities. An astute instructor may even implant a few seeds which could grow into seemingly spontaneously generated ideas. One method of providing for additional learning activities is to include in the course guide a calendar of learning activities designated as special activities. These special activities may be allocated a point value and a calendar date but not defined until shortly before they are scheduled to take place. Several activities should be preplanned to use for these specific activity dates just in case suitable activities do not arise. Special activities may be also used to provide students the opportunity to utilize off-campus activities such as lectures, etc., which are not known about until shortly before they are scheduled to take place.

5. Dual System of Records Due to the large volume of material which is submitted by students, it is desirable to maintain two records on student work.

One useful approach to keeping double records on each student is that of recording the point value of a learning activity in a grade book and then filing the completed learning activity in a folder with the student's work. The maintenance of a dual record system will drastically reduce the likelihood of recording errors which are invariably associated with record keeping in large amounts of material.

6. Minimized Qualitative Evaluation Expect students to differ substantially in terms of the qualitative aspects of the work which they submit. Other than to dichotomize between the work of acceptable quality and work which is not of acceptable quality for particular learning activities it is not realistic to attempt to differentiate on the point value allocated to students on the basis of qualitative learning aspects of the activities. Exceptions to this general principle should be clearly spelled out and generally only employed in situations where learning activities require a substantial portion of the student's total time and effort in the course, such as with a term paper or similar activity.

7. Seek Student Input The development of a successful multidimensional course, and for that matter almost any course, is greatly facilitated by student input. Students should continually be encouraged to evaluate existing learning activities. Obviously, an excellent method of evaluating learning activities is by simply observing the frequency with which students select the various activities. Each semester, as part of the formal structure of any multidimensional course, students should be provided with an opportunity to evaluate their learning experiences in the course and to make suggestions for modifications and improvements.

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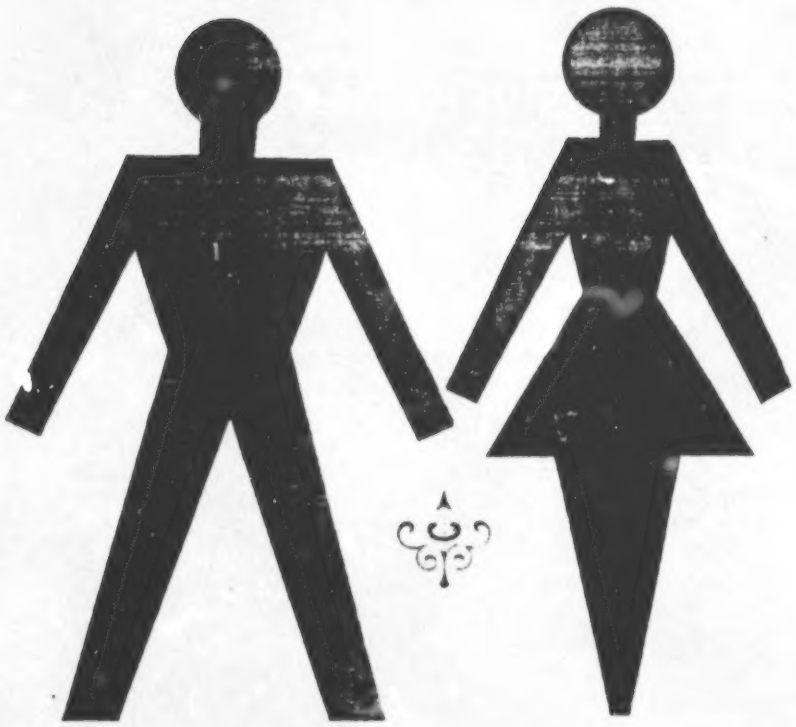
NOTE

A sample course guide may be obtained by sending a request to Thomas F. Cravens, Behavioral Science Department, St. Louis Community College, 11333 Big Bend Blvd., St. Louis, MO 63122.

St. Louis Community College
at Meramec

THE FAMILY



COURSE GUIDE

SOCIOLOGY 204

PREPARED BY, THOMAS CRAVENS
ASSOCIATE PROFESSOR/SOCIOLOGY

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The Family has been called, and rightly so, the oldest and most universal of the social institutions. Since almost all of us are a part of this institution, it is not difficult to understand why there is such a widespread interest in the Family. In pursuing the study of the Family, one quickly comes to the realization that the magnitude and scope of areas of potential interest in the Family are so great as to make it impractical for a single course to adequately cover. Additionally, the pluralistic nature of our cultural backgrounds insures that there will be a wide range of interests and concerns on the part of students enrolled in this course.

Therefore, this course is structured in such a way so as to provide all students with a general view of some of the broad topics of widespread concern. In addition, the structure of this course will provide students with an opportunity to individually delve into specific areas of particular concern or interest to them.

Much of what you study in this course will be determined by your individual interest therefore, you may be the only student in the class studying a particular area of the Family. As a result of this rather "individualized" structure the quantity and quality of information as well as the depth of the understanding which you develop will be primarily dependent upon you.

Your success in this course will, to a large extent, be dependent upon a thorough understanding of the various learning activities described in this course guide. Before you attempt to start work in this class make sure that you carefully go through the information found in this course guide. If there are any areas where you feel unsure contact the instructor for clarification.

Grades and Points

This course guide is designed to provide the student with a specific idea as to what learning activities are available to the student and what criteria will be used to evaluate students in terms of grades.

Most students upon entering a class would like to have some idea of what they are expected to do in the course, and how and on what their grades will be based upon. The grade which you receive for this course will be directly related to your participation in the various activities explained in this course guide. Each activity in this course will have a certain number of points associated with it. If you perform an activity in the prescribed* manner, you will receive the specified number of points for that activity.

Listed below are the number of points needed to receive a particular grade in this course.

A	1,000 points or more
B	800 to 999 points
C	600 to 799 points
D	450 to 599 points
F	449 or less points

*In most of the activities, points will be awarded on an all or none basis; i.e., activities will either be of acceptable quality or not acceptable at all.

The following is a list of various activities which a student may choose to participate in in this course. Please read each of these activity-descriptions carefully, so that you will have a clear understanding as to what is involved in each activity. At the end of these activities is a listing of the distribution of points which are available for each activity and for all of the activities combined.

BOOK REPORTS:

A student may select and read any three of the books found on the suggested reading list for this course. After reading the book, a type-written, double spaced, report containing a two page summary of the book and a two page discussion of the material, ideas, etc., of the book, should be submitted. A student may do 1, 2, or 3 book reports. Each report is worth up to a maximum of 100 points.

TESTS:

There will be 2 tests in this course, a midterm and a final exam. Each of these tests will be worth up to a maximum of 100 points. Taking either or both of these tests is optional. Since there will be no failing grade on the tests and any points accumulated will be applied toward the total number of points accumulated by the student, it would probably be desirable for most individuals to take the tests.

TERM PAPER:

A term paper dealing with any of the topics listed in the Topic List may be submitted by a student. Students who wish to do a term paper will be provided with an informational sheet listing the requirements for term papers. Term papers will be worth from 200 to 500 points.

RESEARCH REPORTS:

The research report will consist of analysis of current research on one of the topics listed in the Topic List. If you choose to do research reports, after you select a topic from the Topic List, you will then procede to check sources found in the Research Source List and look up studies found in the sources dealing with your topic. You may find up to and including 10 studies dealing with your particular topic. You must find at least 5 studies dealing with your topic before you receive credit for any of the studies which you report on. Each report will be worth 25 points. Therefore, if a student chooses to do only 5 reports, he receives 125 points. However, if he chooses to do all 10, he can receive up to 250 points. It is not possible to change topics. One must remain with the topic which was chosen from the start. This is to insure that the student delves with some depth into the subject material. Therefore, it is strongly suggested that careful consideration be given to the topics. For each study, list briefly as possible at least 3 of the findings in the study. The research reports should be typed neatly, and each of the sources should be cited, giving pertinent informaiton such as: the source, title of article, author, date of publication, and page numbers on which the article may be found.

ARTICLE-FILM REPORT:

A number of articles relating to various theories and studies dealing with the family can be read, and written evaluations may be submitted for a possible 25 points for each article. A maximum of 12 reports may be submitted. Report forms will be supplied by the instructor for you to utilize in writing your report. Article reports should not be less than 300 words in length, and should not exceed 500 words in length. ---FILM REPORTS: In lue of an article report a student may submit a written evaluation of any film which is shown in class. Film reports should be submitted in the same form used for an article report. The combined total of either article or film reports may not exceed 12.

ORAL REPORTS:

Several class sessions will be set aside for the purpose of allowing students to report to the class contemporary information relating to specific topics. This information can be orally presented on a specific date. Each Oral Report will be worth 50 points and a total of 4 Oral Reports may be presented by a student.

Oral Reports must conform co the following requirements to be acceptable.

1. Have a publication date no earlier than 6 months preceding the date of presentation in class.
2. Deal with a topic listed in the Topic List.
3. Come from a source listed in the Source For Oral Reports.
4. Be not less than 3, nor more than 5 minutes.

OUTSIDE ACTIVITIES:

At various times during the course of the year it will be possible for students to participate in an outside activity. This might consist of attending a lecture given by some authority on some field in the Family. Or one may write an observation report on parent-child relations, such as in a toy department of a discount store, or by making observations in a Nursing Home, or any sort of outside activity that has the approval of the instructor. Each report is worth a maximum of 50 points and a student can do 4 of these reports. For most of the Outside activities the instructor will provide you with instructions and forms to serve as a guide.

ALLOCATION OF TIME

Since it will be necessary for you to budget your time in some manner to successfully complete all the activities which you may wish to undertake, and since it is also necessary for the instructor to manage the amount of time available in class, it is necessary that the following time limitations and requirements be strictly adhered to. Therefore, please read, understand, complete and submit assignments on or before the deadline provided to you by the instructor. Assignments are due at the beginning of class on the date indicated in this guide. Please do not request special priviledges to turn material in late.

DISTRIBUTION OF POINTS

PROJECT	TOTAL POSSIBLE POINTS
Book Reports	300 (3 reports, 100 points each)
Tests	200 (2 tests, 100 points each)
Term Paper	500 (200 to 500 Maximum)
Research Reports	250 (10 reports, 25 points each)
Article-Film Reports	300 (12 reports - 25 pts. each)
Oral Reports	200 (20 points each)
Outside Activities	200 (4 reports, 50 points each)
	1,950 Total Points Possible

TOPICS TO BE COVERED IN CLASS DISCUSSION AND LECTURE

The major portion of in-class time will be devoted to providing 1.) general background information on the topics listed below, and 2.) an opportunity to discuss the implications and importance of these various topics from the perspective of the students in the class. It is hoped that the rather general nature of the discussion and lectures will allow enough latitude so that topics of specific interests to individual participation can be brought up.

1. Introduction to Family Study
2. Origins of the Human Family
3. Terminology in Family Study
4. Marriage in America Today
5. Motivation for Marriage
6. Love
7. Premarital Factors in Marital Adjustment
8. Sex Roles
9. Socialization and the Family
10. Children & the Family
11. Sexual Behavior
12. Birth Control
13. Marital Problems
14. Divorce
15. Alternatives to Traditional Marriage

RESEARCH SOURCE LIST

The following sources are recommended as being useful in seeking research dealing with the topic of choice.
(All of the material listed here can be found in the library in Meramec Community College either periodicals or on microfilm.)

1. American Anthropologist 1957+
2. American Psychologist 1964+
3. American Sociological Review 1960+
4. Annals of American Academy of Political and Social Sciences 1963+
5. Contemporary Psychology 1964+
6. Current Anthropology 1960+
7. Current Sociology 1966+

8. Educational and Psychological Psychology 1966+
9. Journal of Comparative and Psychological Psychology 1966+
10. Journal of Consulting and Clinical Psychology 1963+
11. Journal of Experimental Child Psychology 1968+
12. Journal of Experimental Psychology 1964+
13. Journal of Individual Psychology 1966+
14. Journal of Marriage and the Family 1957+
15. Journal of Personal and Social Psychology 1966+
16. Psychology Today 1968+
17. Social Forces 1922+
18. Social Problems 1956+
19. Sociological Abstracts 1956+

GUIDELINES FOR TERM PAPERS

When choosing to do a term paper, students should keep in mind that a substantial part of their grade will be based on the quality of their paper. Developing a "high quality" term paper will require a substantial amount of time and work. However, the efforts put forth in the development of a good term paper can be of great value as a learning experience. If students choose to do a term paper, they should select a topic which is of considerable interest to them and make a commitment to do an outstanding job.

This handout is designed to serve as a basic guide for the style and general requirements of your term paper. The overall quality of your paper will to a large extent be dependent upon the ideas, findings, and conclusions which are developed in your paper.

Please read and adhere to the following:

1. Select a topic of interest from the Topic List of the Course Guide for The Family. If you wish to choose a topic that is not listed in the Topic List, you may do so, but contact the instructor prior to starting your research.
2. After selecting a topic, you should begin your preliminary research by looking over several good general Family text books in the library. (Family text books are listed under 301.4 in the Dewey Decimal System). At this point it would be useful to acquire one hundred 3" x 5" index cards for use in keeping ideas and notes on your subject.

3. Index cards will allow you to develop a record of your ideas and notes on your subject. At the top of the index cards you should note the general material with which the card deals. Below this a complete reference to the source of the information on the card should be made. The reference should include the author's name, title, the volume, page number, and date of publication. (Glick, Paul C. "A Demographer Looks at American Families." Journal of Marriage and the Family, Vol. 37, p. 15, 1975).

4. After looking over text book sources relating to your topic, you should develop a clear idea as to how and what you wish to present in your paper. This can be done by developing a detailed outline of what you wish to cover. It would be a good idea to check with the instructor at this time and determine if you are progressing in the right way.

5. After you have developed a satisfactory "detailed" outline of what you wish to do, you are ready to do the necessary library research to enable you to write your term paper. If your preliminary research was very extensive, you should be well on your way to acquiring extensive and up-to-date information on your topic. Keep in mind when doing your library research the following points:

A. Be sure to utilize the assistance of the library staff. They are professionals and can be of invaluable aid in directing you to sources that you may otherwise be unaware of.

B. Attempt to incorporate a wide range of up-to-date source materials such as text books dealing with or relating to your topic, studies and research contained in professioanl journals (See listing of 19 journals in the area of the Family in the Research Source List of Course Guide), newspaper materials, interviews with professionals in your area of interest. In general, the more extensive your source materials are, the more complete and informative your term paper will be.

6. Upon completion of your library research (assuming that you have utilized index cards as described in number 2 above) you are ready to begin the actual writing of your term paper. Most successful papers are written in two steps, the first or "rough" draft and the final draft. The rough draft should contain all of your ideas and information which you wish to present in your paper. The final draft is developed by reworking the rough draft, frequently with the assistance and suggestions of others, into what you consider to be the best possible presentation of your ideas and findings.

7. The specific consideration relating to the term paper which you submit to the instructor are as follows:

   A. All papers must be submitted on or before the due date.
   B. Papers must be neatly typewritten, souble spaced. If you do not type well, you may wish to have a professional type your paper.
   C. The length of your paper may vary from 10 to 25 pages. This length refers to the body or text of the paper and does not include the title page, footnotes, etc.
   D. The style of your paper (organization of material, footnotes, tables, punctuation, etc.) should conform to the guidelines put forth in A Manual for Writing of Term Papers, Thesis and Dissertations by Kate L. Turabian.

8. If you encounter difficulty at any stage in the development of your paper, contact the instructor.

RECORD OF YOUR WORK

Each student is requested to acquire a 3-ring type of binder to use for maintaining a record of all of their work in the course. All of the activities which are submitted to your instructor will be checked by your instructor and returned to you. It is YOUR responsibility to maintain a record of your progress in this course by keeping all of the work returned to you. Your grade in this course will be based on YOUR records. Your instructor will not maintain a seperate set of records on your progress.

TOPIC LIST

A list of topics suggested for students. This is a guide, but if you wish to choose a topic that is not listed below, please ocntact the instructor prior to starting your research.

1. Dating
2. Family Roles
3. Sex Roles
4. Marital Adjustment
5. Prediction of Marital Success
6. Inclination Towards Procreation
7. Socialization In Child Rearing
8. Family Problems
9. Divorce
10. Sexual Behavior
11. Sexism
12. Adultery
13. Marital Counseling
14. Single Parent Families
15. Child Abuse
16. Family Violence
17. Birth Control
18. Cohabitation
19. Marital Conflict
20. Mate Selection
21. Family Size
22. Family Therapy

SOURCES FOR ORAL REPORTS

The following sources may be used by students for material in the presentation of an oral report. It is suggested that a copy of the article which is reported on in class be brought to class and be submitted on the date of the presentation in class.

St. Louis Post-Dispatch or St. Louis Globe Democrat (Major feature story or multiple series only)

COSMOPOLITAN
LADIES' HOME JOURNAL
MS MAGAZINE
REDBOOK
HARPER'S
McCALLS
PSYCHOLOGY TODAY
PLAYBOY

Date

Article Report Form
88.200 The Family
Please Type and Single Space

Name

A SUMMARY OF THE ARTICLE:

Summary of the Article must be a minimum of 150 words before credit will be received.

SAMPLE

WHAT DID YOU GET FROM READING THIS ARTICLE:

Discussion of Article must be minimum of 150 words before credit will be received.

SAMPLE

July 1, 1984 — Date

Betty Student — Name

#1 — Report #1

Research Report Form
88.200 The Family
PLEASE TYPE

1. Research area topic Dating
2. Title of periodical Journal of Marriage and The Family
3. Title of Research Early Dating and Early Marriage
4. Author (s) Alan E. Bayer
5. Date of Study November 1968

In the space provided below, list in a sentence form at least three findings of the study.

A. The higher the socioeconomic level the earlier the age at which dating activity starts.

B. The higher the socioeconomic level the later the age at marriage.

C. Early dating is related to early marriage (which implies greater marital instability).

D. Early dating is more frequent among individuals from higher socioeconomic backgrounds where marital instability is generally less frequent.

E. As a result of the data from this study there is a need for more research into the relationship between early dating and early marriage before a strong conclusion about the relationship between these factors can be reached.

SAMPLE SAMPLE

BOOK REPORT LIST

The following books may be read and a report submitted on the appropriate date in the prescribed manner. The first book report submitted by the student must be on one of the books contained in this list. Other book reports may be on books from this list or may be selected by the student with prior approval of the instructor.

TITLE	AUTHOR
The Colonial Family	Collected Essays
The Family in History	Charles E. Rosenberg
The Free Negro Family	Fraizer
Is Marriage Necessary	Casler
The Family in Classical Greece	W. K. Lacey
Love Liberation and Marriage	D. T. Samuel
Marriage	Lucy Mair
Family	Mead and Heyman
Love, Sex, and Marriage Through the Ages	Murstein
Beyond Marriage and the Nuclear Family	R. Thamm
Marriage, Grounds for Divorce	Vanton
The Violent Home	Gelles
Staying Together	O'Brien
Divorce and After	Bohannan
The Divorce Experience	Hunt & Hunt
Uncoupling	Sheresky & Mannes
Interfaith Marriages	Besanceney
The Future of the Family	Bell
Marriage	Blood
The Significant Americans	Cuber & Harroff
The Population Pomb	Ehrlich
The Feminine Mystique	Friedan
The Affair	Hunt
The World of the Formerly Married	Hunt
Creative Divorce	Krantzler
Coming of Age in Mississippi	Moody
The Naked Ape	Morris
Open Marriage	O'Neill
The Baby Trap	Peck
Children of Separation and Divorce	Stuart
Marriage in Black and White	Washington
The Family and the Sexual Revolution	Schur
Divorce in the Progressive Era	O' Neill

ACTIVITY PROGRESS CHART

This chart is designed to provide you with a record of your activities in this course. It is suggested that you record each activity which you complete at the time the activity is submitted to the instructor. In this way you will be able to determine your level of progress in the course at any given time.

TOPIC/DATE/POINTS

AR#1 _____

AR#2 _____

AR#3 _____

AR#4 _____

AR#5 _____

AR#6 _____

AR#7 _____

AR#8 _____

AR#9 _____

AR#10 _____

AR#11 _____

AR#12 _____

BR#1 _____

BR#2 _____

BR#3 _____

TP _____

TOPIC,DATE/POINTS/

RR#1 _____

RR#2 _____

RR#3 _____

RR#4 _____

RR#5 _____

RR#6 _____

RR#7 _____

RR#8 _____

RR#9 _____

RR#10 _____

OR#1 _____

OR#2 _____

OR#3 _____

OR#4 _____

OA#1 _____

OA#2 _____

OA#3 _____

OA#4 _____

KEY

Research Report=RR
Article Report=AR
Outside Activity=OA
Book Report=BR
Term Paper=TP
Oral Report=OR

August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 Class Starts	26	27 Course Guide	28	29
30	31					

KEY

Research Report=RR
Book Report=BR
Article Report=AR
Term Paper=TP
Outside Activity=OA
Oral Report=OR

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8 AR#1	9	10 OA#1	11	12
13	14	15 AR#2 RR#1	16	17 OR#1	18	19
20	21	22 AR#3	23	24 RR#2	25	26
27	28	29 AR#4 BR#1	30			

KEY

Research Report=RR
Article Report=AR
Outside Activity=OA
Book Report=BR
Term Paper=TP
Oral Report=OR

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 OA#2	2	3
4	5	6 MidTerm Exam AR#5	7	8 OR#2 RR#3	9	10
11	12	13 AR#6	14	15 RR#4	16	17
18	19	20 AR#7	21	22 RR#5	23	24
25	26	27 AR#8	28	29 OA#3	30	31

KEY

Research Report=RR
Article Report=AR
Outside Activity=OA
Book Report=BR
Term Paper=TP
Oral Report=OR

November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 AR#9	4	5 OR#3 RR#6	6	7
8	9	10 AR#10 BR#2	11	12 OR#4 RR#7	13	14
15	16	17 AR#11	18	19 OA#4	20	21
22	23	24 TP RR#8	25	26	27	28
29	30					

KEY

Research Report=RR Book Report=BR
Article Report=AR Term Paper=TP
Outside Activity=OA Oral Report=OR

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 AR#12 RR#9	2	3 RR#10 BR#3	4	5
6	7	8	9	10 Final Exam	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

KEY

Research Report=RR
Article Report=AR
Outside Activity=OA
Book Report=BR
Term Paper=TP
Oral Report=OR

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